



FORM

## Open Pathway Quality Initiative Proposal

### Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

A handwritten signature in black ink that reads "Colleen A. Smith".

December 14, 2017

*Signature of Institution's President or Chancellor*

*Date*

Colleen A. Smith, PhD, President

*Printed/Typed Name and Title*

Coconino County Community College

*Name of Institution*

Flagstaff, Arizona

*City and State*

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. Proposals should be no more than 4,500 words. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5 and is due no later than August 31 of Year 7. Submit the proposal as a PDF file to [pathways@hlcommission.org](mailto:pathways@hlcommission.org) with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

### Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

## **Title: Building solid and sustainable program-level assessment in Academic Affairs**

The goal of the Quality Initiative is to develop a more effective and systematic process to analyze student learning and how we measure institutional effectiveness in order to continuously improve learning. We plan to achieve this goal by improving program-level learning outcome assessment processes. Coconino Community College (CCC), had programs in the past that effectively engaged in program-level assessment, however a few programs assessed learning outcomes at the course level. Our aim is to effectively evaluate and build program-level assessment processes in all programs across the College by having each program area develop outcomes and assessment tools that evaluate student learning. Effective assessment at the program level will help us determine if the program's curriculum of required courses, course-level learning outcomes, and teaching methodologies achieve the stated learning outcomes for our graduates.

For nearly 20 years, a debate has revolved around what learning assessment is and means to CCC. This debate has shown that assessment means different things in different courses and in different areas of study on campus. We have confidence in multiple methods of assessment, but believe they are best unified in assessments developed at the program level. Developing strong program-level assessment mechanisms is the key ingredient to improving programs across the College. By engaging faculty in each phase of creating and implementing the process, we hope to create a shared culture of assessment, make the process meaningful for each program, and close the loop by using relevant data to inform program and institutional improvements.

While CCC has been engaged in learning outcomes assessment since 1991, these efforts were often focused individually by discipline and not by program. The processes used were not sustainable through organizational changes, and many faculty felt that data collection did not provide valuable information for improving teaching and learning and some felt it was done solely for administrators and/or accreditation. Between 2011 and 2015 program-level assessment data in some areas was not gathered or provided. We have since created new systems for program-level assessment, collected data on the General Education Thinking Skills outcome, and implemented the phases of a new assessment process with our Career and Technical Education programs. With this initiative, we plan to launch all phases of the assessment process with all programs, provide training and learning opportunities, and evaluate and document the results of our efforts through program reviews and annual reports.

### **Sufficiency of the Initiative's Scope and Significance**

#### **2. Explain why the proposed initiative is relevant and significant for the institution.**

This proposed initiative is relevant and significant for CCC because it aligns with the Mission, goals and Strategic Plan of the College. The initiative also supports efforts at renewing program-level assessment launched with our participation in the Higher Learning Commission (HLC) Assessment Academy and informed by the HLC Final Report from the College's 2016 Assurance Argument.

The Mission of CCC is "As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education." This Quality Initiative supports our mission since the ultimate goal is to improve student learning by improving the quality of our education. The

assessment tools we develop and the processes and evaluations we set in motion focus on student learning at the program level and will inform us as to the improvements we need to make. In addition, the initiative is learning-centered through its focus on making the assessment process and the value of assessment a learning process for faculty and staff.

Conducting meaningful assessment is a priority for CCC. The College's District Governing Board included "Champion and Assess Student Success" as the first priority in their 2016-2017 goals, and the accompanying President and Administrative Goals supporting this priority were:

- a. Complete the development and carry out the implementation of an Assessment Plan- use assessment to improve learning and learning environment
- b. Continue refining the Program Review process and begin review of non-instructional programs.

These priorities are reflected in the College's 2016-2020 Strategic Plan, and reflected in the following goals:

- Goal 2: CCC will promote a learner-centered environment that incorporates innovative strategies and support structures intended to reduce student attrition and increase retention
- Goal 3: CCC Will empower students to achieve their individual learning goals and implement strategies to increase certificates and degree completion rates.

For the 2017-2018 academic year, the District Governing Board's first priority was "To ensure quality learning opportunities for students." The President and Administration goal to support this goal was "1d. Assessment of learning and program review data will be analyzed for improvement."

The desire to make learning outcomes assessment meaningful at the program level is a key component of our efforts. We had experienced a lapse in program-level assessment and in gathering assessment data for several years, which was noted by the HLC reviewers in their response to our Assurance Argument in the summer of 2016. We had already begun to re-launch assessment through our participation in the HLC Assessment Academy, which began in the spring/summer of 2014. Over the last year, we have gained ground in course level assessment and have developed and tested program-level assessment processes based on best practices. This initiative proposes to expand these program-level assessment processes to all programs. Through participation in the process from revising program-level learning outcomes to making programmatic and institutional changes based on assessment data, faculty will find the assessment process meaningful and will then be able to explain the value to others, including students and the general public.

### 3. Explain the intended impact of the initiative on the institution and its academic quality.

The purpose and intent of the quality initiative is to improve student learning through informed and sustainable assessment processes. We expect that the initiative will have the following impacts:

- A successful launch of a program-level assessment process that is sustainable and meaningful.
- Improved academic quality through changes made to programs based on assessment data.

- Increased faculty understanding of what is taught in the classroom and how the methods used connect with program-level learning and program-level assessment.
- Increased faculty ownership of program-level learning outcomes and the tools created to assess program-level learning outcomes.
- A culture of assessment throughout the College that is supportive, learning-focused, and inclusive.
- A process to use student learning assessment data to drive institutional changes.
- A critical analysis of learning outcomes assessment that will enable us to answer the four critical questions of:
  - What are we doing?
  - What worked?
  - What did not work?
  - What did we do to make changes in order to improve what did not work in the classroom?

## **Clarity of the Initiative's Purpose**

### **4. Describe the purposes and goals for the initiative.**

Our desire is to improve academic quality at CCC. While we are currently using assessment to improve education within the classroom, we do not necessarily use that knowledge to inform improvements beyond those individual courses. At this point in our College's evolution, it has become imperative to begin to use student learning assessment data as the foundation to inform quality improvements across the institution. In order to accomplish the goal of using student learning assessment data to inform institutional decisions, assessment must move from course-level assessment to program-level assessment and then be reported and shared through regular program reviews and annual reporting. The faculty are vital to creating relevant program-level assessment as they are the source of knowledge and the experts on how the College's students are performing in the classroom as well as on a program level.

The program faculty will be involved in discussions to determine the best courses in which to conduct program-level assessment, creating shared program-level assessment tools, and reporting the program-level assessment data to the assessment team (which currently consists of an Assessment Coordinator and an Associate Dean of Curriculum and Assessment). During the 2018 Spring semester, the program faculty will review the program-level assessment data and any previously established goals. At this time, the program faculty will document any progress made on previous goals and identify any modifications or new goals that need to be added based on the program-level assessment data.

This documentation and goal establishment will be reviewed by the appropriate Dean of Learning, the Assessment Committee, the Provost, and Executive Council (the President's leadership team). The intention of the review process is to ensure the assessment data is shared across the College, used to inform budget allocations, to inform strategic goal planning, and to begin to "close the loop" with improvements.

In addition to reestablishing ongoing and thorough program review, this initiative is the reinstatement of the College's assessment cycle to make it focused on improvement not only in our courses, but in our programs, and as the driver of institutional change.

5. Select up to three main topics that will be addressed by the initiative.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Advising              | <input type="checkbox"/> Leadership                     | <input type="checkbox"/> Retention               |
| <input checked="" type="checkbox"/> Assessment | <input type="checkbox"/> Learning Environment           | <input type="checkbox"/> Strategic Planning      |
| <input type="checkbox"/> Civic Engagement      | <input type="checkbox"/> Online Learning                | <input type="checkbox"/> Student Learning        |
| <input type="checkbox"/> Curriculum            | <input type="checkbox"/> Persistence and Completion     | <input type="checkbox"/> Student Success         |
| <input type="checkbox"/> Diversity             | <input type="checkbox"/> Professional Development       | <input type="checkbox"/> Teaching/Pedagogy       |
| <input type="checkbox"/> Engagement            | <input checked="" type="checkbox"/> Program Development | <input type="checkbox"/> Underserved Populations |
| <input type="checkbox"/> Faculty Development   | <input checked="" type="checkbox"/> Program Evaluation  | <input type="checkbox"/> Workforce               |
| <input type="checkbox"/> First-Year Programs   | <input type="checkbox"/> Quality Improvement            | <input type="checkbox"/> Other:                  |
| <input type="checkbox"/> General Education     |   |  |

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The following table describes the expected deliverables and reports from this initiative as well as the responsible parties for evaluating deliverables.

As each deliverable and report is developed and reviewed, it creates an opportunity for the College to evaluate its processes, make adjustments for improvement, and to evaluate the need for training for the College community.

**TABLE 1: DELIVERABLES AND EVALUATION**

DELIVERABLE	RESPONSIBLE FOR CREATION OF DELIVERABLE	EVALUATION COMPLETED BY	DELIVERABLE EVALUATION
Knowledge-Analysis-Synthesis (K-A-S) Maps	Program faculty	Program faculty, assessment team	Review of core or elective coursework to determine progression of knowledge built and assessed through a program. Evaluation of core or elective coursework as it contributes to the program. Ensure that program outcomes are measurable.

<b>DELIVERABLE</b>	<b>RESPONSIBLE FOR CREATION OF DELIVERABLE</b>	<b>EVALUATION COMPLETED BY</b>	<b>DELIVERABLE EVALUATION</b>
Performance Measures	Program faculty	Program faculty, assessment team, Assessment Committee	Ensure performance measures are measurable and relevant.
Shared Assessment Tools	Program faculty	Program faculty, assessment team, Assessment Committee	Determine of the assessment tool can appropriately measure the defined performance measures.
Data from Shared Assessment Tool	Program faculty, Assessment Coordinator	Program faculty, assessment team, Assessment Committee	Verify that the data gathered is relevant, can inform the program, and then use the data to make changes to increase college performance measures and program-level improvements.
Annual Assessment & Goal Review	Program faculty, assessment team	Program faculty, assessment team, appropriate Dean of Learning, Assessment Committee, Provost, Executive Council	Encompasses data from shared assessment tool, and document any changes the program intends to make based on the data for student learning improvement.
Program Review	Program faculty, assessment team	Program faculty, assessment team, appropriate Dean of Learning, Assessment Committee, Provost, Executive Council	Five year review of program that will encompass annual shared assessment data, K-A-S maps, and documented annual improvements. This document will use the previous five years of the program's history to project the future of the program.

DELIVERABLE	RESPONSIBLE FOR CREATION OF DELIVERABLE	EVALUATION COMPLETED BY	DELIVERABLE EVALUATION
Course-level outcomes to Program-level outcomes curriculum map	Program faculty	Program faculty, assessment team, Assessment Committee	These maps will be created (or reviewed) after the performance measures are agreed upon by the program faculty. These maps will review how much of the course is contributing to the overall program and assess whether or not this is adequate.

**TABLE 2: REPORTS AND PURPOSE**

REPORT	RESPONSIBLE FOR REPORT CREATION	AUDIENCE	PURPOSE
Program Assessment Planning Guide	Assessment team, Curriculum Committee	Faculty, Students	This guide will act as a how-to manual for creating programs from the initial idea to a stable program within the College.
Assessment Interim Report	Assessment team, Assessment Committee	HLC, College-wide	Interim monitoring report required in the final review of the College's 2016 Assurance Argument which expressed concerns about the College's assessment program.
Assessment Academy Impact Report	Assessment team, Assessment Committee	HLC, faculty, Assessment Committee, Gen Ed Committee	The Impact Report will chronicle the College's work from participation in the HLC Assessment Academy and improvements made to the assessment of student learning.
Annual Student Learning Assessment Report	Assessment team	Assessment Committee, College Council, District Governing Board (DBG)	An annual report chronicling the work done in student learning assessment during the academic year.



REPORT	RESPONSIBLE FOR REPORT CREATION	AUDIENCE	PURPOSE
Bi-Annual Student Learning Assessment Report	Assessment team	Assessment Committee, College Council, DBG	A bi-annual report summarizing changes and assessment from the summer and fall of each academic year.
Quality Initiative Report	Provost, Assessment team, Assessment Committee	HLC, College-wide	Due in August of Year 9 of the accreditation process, the Quality Initiative Report will be a reflection on what was accomplished throughout the entire two-year project.

## Evidence of Commitment to and Capacity for Accomplishing the Initiative

### 7. Describe the level of support for the initiative by internal or external stakeholders.

CCC is committed to generating a sound evaluation of our assessment practices. To accomplish this, the College's District Governing Board, the office of the President, the Chief Financial Officer, and the Provost's office will ensure resources are committed to this initiative. The Assessment team, Dean of Learning Arts and Sciences, Dean of Learning Career and Technical Education, faculty, and the Assessment Committee will work to complete this project and develop a quality undertaking. Students will help shape the process by participating in graduate surveys and focus groups that will give valuable perspectives on program-level learning.

The College has demonstrated a renewed focus on program-level assessment through participation in the Higher Learning Commission's Assessment Academy, beginning in the Spring of 2014. This initiative has the support of faculty, Institutional Research, and all of Academic Affairs including the Provost. The focus of CCC's Assessment Academy project was to create sustainable program-assessment processes by targeting General Education Critical Thinking outcomes. The project supported a General Education Committee project to create a culture of critical thinking throughout the College. One important outcome of our participation in the Assessment Academy was the creation of the faculty-led Assessment Committee that now plays a key role in program-level assessment and program reviews.

The College committed resources to ensuring that our assessment efforts are successful through the creation of a Training, Development, and Assessment Coordinator position in Fiscal Year (FY) 2017, and the creation of the Associate Dean of Curriculum and Assessment position in FY 2018.



8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The initiative will be led by the Assessment Coordinator, the Associate Dean for Curriculum and Assessment, the Assessment Committee, and the Provost. Faculty from across the College will be involved in implementing the initiative.

The Assessment Coordinator's role in this initiative includes coordinating planning meetings with faculty groups throughout all phases of the initiative and providing information and coaching through each phase. Together the Associate Dean and the Assessment Coordinator compile the comprehensive yearly Assessment Report and draft the bi-annual assessment report. In addition, the Coordinator will play an integral role in creating the upcoming Assessment Academy Impact Report, the HLC Interim Monitoring Report, and the final Quality Initiative Report. The Assessment Coordinator, along with The Associate Dean and the Curriculum Committee representatives, will create the Program Assessment Planning Guide.

In addition to the responsibilities previously mentioned, the Associate Dean ensures communication and coordination of efforts between the Assessment Committee, the General Education Committee, and the Curriculum Committee. In this initiative, the Associate Dean will also provide information and coaching through each phase.

The Assessment Committee's role in this initiative includes evaluating program reviews, data gathered from program-level assessment, and program-level assessment instruments, including learning outcomes curriculum maps, performance measures, and the shared assessment tools used to assess programs. The committee offers suggestions and guidance to the program faculty, acts as a resource for faculty regarding assessment questions, and members of the Assessment Committee will conduct assessment workshops.

As the Chief Academic Officer, the Provost oversees the scope and implementation of this initiative and ensures that the resources needed to complete this initiative are allocated.

Faculty in all program areas create performance measures, program assessment tools, maps, and reports. They conduct program-level assessment, evaluate data, and make plans for improvement based on that data.

Students' voices are an important part of program-level assessment. We will gather indirect assessment of student learning, as well as assessment of students' program experiences, through graduation surveys and focus groups.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

*Human Resources:* The Assessment team consists of the Assessment Coordinator; Associate Dean of Curriculum and Assessment; the Assessment Committee, which is composed of six faculty, a representative from the Business Council, and two representatives from the Student Development Council; two Deans of Learning, who will champion the proposed plan and act as knowledgeable

resources for planning; the Provost, who will participate in the evaluation process; and the College President. Four Lead Faculty from the Assessment Committee will volunteer to lead one assessment workshop per semester for faculty interested in participating.

*Financial Resources* have been set aside to initiate this project starting in 2017. From 2018 to 2021, the financial resources listed in Table 3 have been allocated to the budget.

**TABLE 3: FINANCIAL RESOURCES**

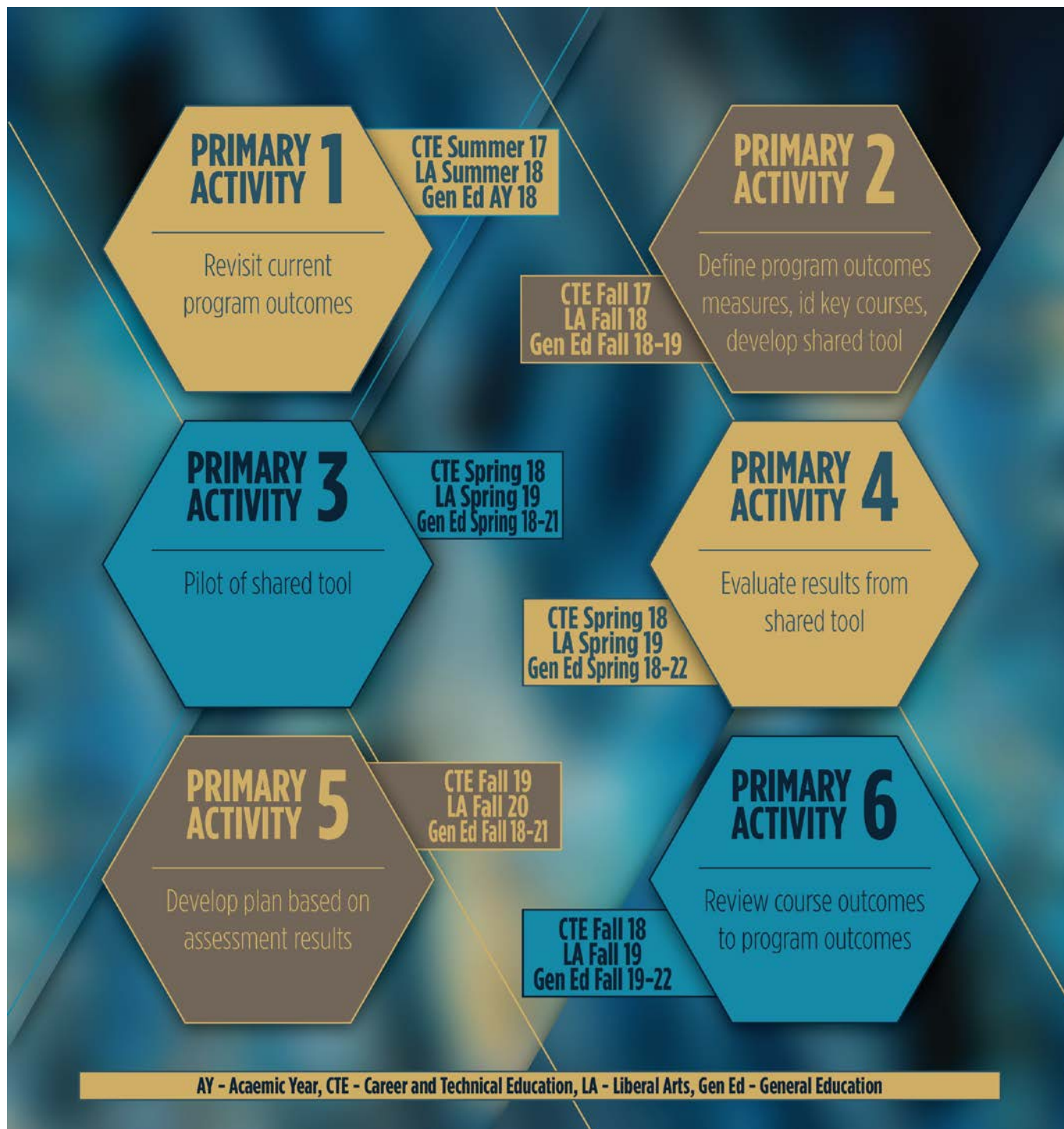
Title	Total per Year
Assessment Coordinator	\$67,300 (100% of position)
Associate Dean of Curriculum and Assessment	\$27,300 (25% of position)
Lead Faculty	\$900
Lead Faculty	\$900
Lead Faculty	\$900
Lead Faculty	\$900
Executive Assistant	\$3,300 (5% of position)
Academic Operations Coordinator	\$3,600 (5% of position)
Total per Year	\$105,100

*Technological and Other Resources* are currently being considered and will be implemented as needed.

## Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.



**TABLE 4: PRIMARY ACTIVITIES AND TIMELINES**

PHASE DESCRIPTIONS	DELIVERABLES	RESPONSIBLE PARTY	DUE DATE
<u>Phase I –</u> Revisit current program-level learning outcomes and determine if relevant to coursework.	K-A-S Maps	<ul style="list-style-type: none"> <li>Career &amp; Technical Education (CTE) Programs</li> <li>Liberal Arts Programs</li> <li>General Education (Gen Ed) Committee</li> </ul>	August 1, 2017  August 31, 2018 May 15, 2018
<u>Phase II –</u> Define program-level learning outcomes in terms of performance measures for each program, identify key courses to assess program-level outcomes in, and develop a shared assessment tool.	Performance measures Shared assessment tool	<ul style="list-style-type: none"> <li>CTE Programs</li> <li>Liberal Arts Programs</li> <li>Gen Ed Programs (Focus on Critical Thinking (CT) Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on Communication (C) Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on Ethical &amp; Civil Values (EC) Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on Diversity &amp; Global Awareness (DGA) Program-Level Outcome)</li> </ul>	August 1, 2017 August 31, 2018 Mid-December 2017  Mid-October 2018  Mid-October 2019  Mid-October 2019
<u>Phase III –</u> Conduct pilot of shared assessment tool.	Data from shared assessment tool	<ul style="list-style-type: none"> <li>CTE Programs</li> <li>Liberal Arts Programs</li> <li>Gen Ed Programs (Focus on CT Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on C Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on EC Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on DGA Program-Level Outcome)</li> </ul>	May 2018 May 2019 May 2018  May 2019  May 2020  May 2021

PHASE DESCRIPTIONS	DELIVERABLES	RESPONSIBLE PARTY	DUE DATE
<u>Phase IV –</u> Evaluate results to determine if shared assessment tool is providing valid, usable, relevant information.	Annual Assessment & Goal Review  Program Review	<ul style="list-style-type: none"> <li>CTE Programs</li> <li>Liberal Arts Programs</li> <li>Gen Ed Programs (Focus on CT Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on C Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on EC Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on DGA Program-Level Outcome)</li> </ul>	May 2018 May 2019 May 2018/May 2019  May 2019/May 2020  May 2020/May 2021  May 2021/May 2022
<u>Phase V –</u> Develop a plan based on the program-level assessment data to improve learning at the course-level.	Annual Assessment & Goal Review  Program Review	<ul style="list-style-type: none"> <li>CTE Programs</li> <li>Liberal Arts Programs</li> <li>Gen Ed Programs (Focus on CT Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on C Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on EC Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on DGA Program-Level Outcome)</li> </ul>	May 2018-December 2019 May 2019-December 2020 December 2018  December 2019  December 2020  December 2021
<u>Phase VI –</u> Revisit current course-level learning outcomes and determine if relevant to program-level outcomes.	Course-level outcomes to program-level outcome curriculum maps	<ul style="list-style-type: none"> <li>CTE Programs</li> <li>Liberal Arts Programs</li> <li>Gen Ed Programs (Focus on CT Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on C Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on EC Program-Level Outcome)</li> <li>Gen Ed Programs (Focus on DGA Program-Level Outcome)</li> </ul>	December 2018 December 2019 December 2019  December 2020  December 2021  December 2022

**Table 5: TRAINING AND REPORTS TIMELINES**

ACTIONS	RESPONSIBLE PARTIES	AUDIENCE	DUE DATE
<b>TRAINING</b>			
Assessment Committee Training	Assessment Committee	Assessment Committee	Beginning Spring 2018 and ongoing
Assessment Conference Attendance: <ul style="list-style-type: none"> <li>• Higher Learning Commission Conference</li> <li>• Arizona Assessment Conference</li> <li>• Association for the Assessment of Learning in Higher Education Conference</li> <li>• Assessment Institute in Indianapolis</li> <li>• Association of American Colleges &amp; Universities Conference</li> </ul>	FT Faculty	Faculty	Begin Spring 2018 and ongoing
In-house Assessment Workshops	Lead Faculty from Assessment Committee	Faculty	Fall 2018-Spring 2020
HR Days Participation	Conference Attendees	College-wide	April 2018 and ongoing
<b>REPORTS</b>			
Program Assessment Planning Guide	Assessment team, Curriculum Committee	Faculty, students	June 2018
Assessment Interim Report	Assessment team, Assessment Committee	HLC, College-wide	June 2018
Assessment Academy Impact Report	Assessment team, Assessment Committee	HLC, Faculty, Assessment Committee, Gen Ed Committee	June 2018

ACTIONS	RESPONSIBLE PARTIES	AUDIENCE	DUE DATE
<b>REPORTS</b>			
Annual Student Learning Assessment Report	Assessment team	Assessment Committee, College Council, District Governing Board (DBG)	Yearly in July
Bi-Annual Student Learning Assessment Report	Assessment team	Assessment Committee, College Council, DBG	Yearly in January
Quality Initiative Report	Provost, Assessment team, Assessment Committee	HLC, College-wide	August 31, 2020

### **Institutional Contact for Quality Initiative Proposal**

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Dudley Gardner, Interim Provost

Phone: 928-226-4224

Email: dudley.gardner@coconino.edu